



Message From the Chair...Marc Silverman

As my term of office is rapidly coming to an end it is customary to do two things, look back and reflect on what we accomplished over the past year and thank everyone for the work they did. Instead of reviewing the past twelve months I would like to look forward and talk about the future of RIPS.

Like probably all of the past RIPS Chairs I started the year with big plans and expectations. It didn't take long though before I ran into a wall. Of the 500 or so members of the SIS only about 30 are really active. Now these 30 members are tremendously supportive and that is what allows us to accomplish all the things that we do but it does create some problems. Throughout the year when I needed someone to work on a project I felt guilty calling on the same people who have traditionally given us so much of their time. If AALL would have come calling this year requesting us to work on a big project I'm not sure we could have supplied the labor. An organization can only accomplish as much as its members are collectively willing to work towards. If we want to do more we are going to need more help.

Part of the problem is that our lives have become so much more complicated. Greater and greater demands are placed on us at work and at home. While most of us would like to be able to volunteer our time to many groups and causes, the simple truth is that we don't necessarily have the time or energy to do this despite the worthiness of the cause. So what's the solution?

Two years ago RIPS surveyed the membership. One of the things I remember from the survey was that most members indicated that they could only donate 5 hours of their time per year to help the SIS. This

might not seem like much effort but there are many projects and jobs within RIPS that can be accomplished with five hours of volunteer time. If we had every member of the SIS donate 5 hours per year we would quite frankly be overwhelmed, we wouldn't know what to do with everyone. However, if we had every RIPS member donate 5 hours of their time once every five years it would give us time to gear up to best utilize this increased support. With 500 hours of member activity each year pouring into the SIS the things we could accomplish and the rewards we would reap would be quite remarkable.

So, what would you receive for your five hours? The chance to work with some really great people, make new friends, and work on interesting projects that

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Flower Research

by The Anonymous Librarian, Nowhereville, North America

Imagine the tritest image of lovelorn youth ever paraded throughout fiction. A brooding librarian sitting in a field, the wind gently tousling the hair, desperately wondering if her dreams of love—I mean tenure will come to fruition. Her head bent over the flowers, she gently whispers to herself “Will I get tenure, will I not get tenure? Will I get tenure, will I not get tenure?” The burning, agonizing question so many of us face, live, dream about is surreal in its superimposing of the absurd onto authentic human need. Tenure and romantic love? What can the two possibly have in common? Well, it is spring, and both seasons of the heart can galvanize people into action or petrify them into stone.

Yes, I could pluck flower petals endlessly as I meditate on this dramatic, life-changing question which consumes endless hours of imagination that could be more efficiently utilized by watching any number of Star Trek episodes. I mean how many of us growing up in the suburbs, or rural spaces, or Big City anywhere ever thought of what it meant to get tenure? And compare that to the number of people who have gazed upon the moon wishing to be a mission operator on Planet Earth’s first colony. Clearly moon gazing is a much more favored activity among the young and old, and so is falling in love when compared to the oh so exciting opportunity of writing article after article, attending committee meeting after meeting, schmoozing with big shots here, there, everywhere, in the hopes of persuading law faculty that one cannot possibly be denied tenure.

Taking a tenure-track position is somewhat akin to taking a flying leap. One can land in quick sand and drown in an abyss of articles and long-range commitments, or one can land in a pot of gold. So it seems to people who either dread the prospect or lust for it as if it were a diamond encrusted rare book. But for your ordinary librarian, I would hazard an unscientific guestimate that taking such a job is merely acquiescence to an institutional goal. Acquiescence is the correct word for this acceptance of the hiring regime, for there are many reasons to accept a position, and tenure is only one of them. Tenure was negligible for

me, a blip on my radar screen, but now it has taken on a life so abstract at times it is difficult for me to visualize, almost impossible for me to describe in terms of day-to-day work. It’s a very figment at times, closer to ancient descriptions of underworlds than the prosaic 21st Century U.S.A. I do what other librarians do across the country. But I am working for tenure and they aren’t. Quaint system we have across North America, isn’t it?

For many law librarians, it has no meaning at all, except that the existence of tenure affects the professional development of some of their colleagues that they meet once a year at the annual meeting. “Oh so and so just got tenure.” “Oh, poor woman, she’s on the market again, she didn’t get tenure.” The question of tenure does indeed have many ghost-like features that detract from the realism that law firm, academic, and court librarians negotiate. These librarians perform superlative work, often in very busy environments and nary a word about tenure. Tenure is not longed for. It simply is part of a work environment—someone else’s work environment.

Ah, but for many academic librarians, the whole landscape is different in terms of rewards and benefits and the ghostliness can be one of anxiety or seemingly near mystical rapture. I have heard and seen academic law librarians discuss tenure as if it were the Holy Grail. Everything would be different, would be so wonderful if only they had tenure. Ah, the law professors would finally respect them. The law students would seem them as they truly are, professionals with high degrees and soaring intellectual capacity. For after all the ever-exalted position in academe is the tenured professor who can speak and write whatever she or he wants. God-like isn’t it, this near supernatural state of tenure? For these people the question of tenure is more one of allurement. They pluck the petals off lovingly, greatly desiring the status of the tenured professor. There is no heart-stopping anxiety, but more of a wistful longing, and many long hours tending the garden of scholarship, cultivating contacts, and gently weeding unwanted papers from files and folders, and trying to impress

law faculty and library administrators that tenure is essential, it is the lodestar.... Law librarians deserve it, they must have it, otherwise their life work won't have the same meaning as those other librarians who have tenure.

On the other hand, for some academic librarians the question of tenure is a big, weighty chain clanging away, dragging the librarian down into murky areas of scholarly output, journal prestige, statistical analysis, citation analysis, and mind-numbing hours in front of a computer compiling bibliography after bibliography. Oh and by the way, has anybody done a study on whether law librarians actually read what law librarians write? The underlying assumption that administrative types have is that what junior librarians write isn't interesting, not very useful, because there isn't enough experience to back up the analysis, or the writers don't have the scholarly background to produce first-rate stuff, so it is just that—stuff...The stuff that gets tenure. *Oh, it's a tenure-piece* people will say. The article is skimmed, and one more library journal gets tossed on the floor, or on a shelf, and the librarian gets back to real world work. "Yes, sir, the bathrooms are to the left...No sir, your other left."

But it's not all humor. For those facing the grind of tenure, many anxiety-producing issues lurk near the corners of one's eyes and hide beneath one's breath and penetrate to the core of one's being....because it is a question that one must ponder and work out in daily life and imagination. Will they accept my paper or not? Pick off more petals. Imaginary petals or real petals, it doesn't matter. The question remains one of

reality and one of imagination. Imagination fosters scholarly output and conceptualization fosters our perspective toward the acquisition of tenure for librarians. All this must be reified in our work-a-day world.

And yet, when we really think about it, why is tenure so important to librarians? Is it status? For many librarians, status as law faculty has many appealing qualities. One's colleagues are not only librarians, but are law professors. Hovering about the issue of collegiality is the issue of equity in the work place and recognition for one's work-product. I admit these are important concerns.

However, I believe that as librarians our main concerns should be philosophically grounded in the dignity of the person and information needs of our fellow human beings. And besides, just on a class level, I think status-grabbing public relations campaigns among the "real" law faculty are rather crass. The service imperative should not only be a core concern, but the benchmark against which all other professional desires should be matched. If I am killing trees writing articles no one reads, how does that benefit humanity? So for all you lovelorn librarians out there, engaged in the up-hill battle to get tenure, think twice please. You may not get the recognition you deserve for your writings, but to the general public and law students and faculty who rely on your expertise, your service be it via a database or at the reference desk is much more important than another *tenure-piece* that no one reads. ❀

Message from the Chair...continued.

often have immediate practical outcomes. I hope you will give this some thought and come to our business meeting in July to show your support.

Now it's time for me to thank all of the people who provided both the SIS and myself with help and guidance this past year. The officers and committee chairs were called upon many times both to start or shepherd to completion a number of projects and provide me with guidance during decision-making times. **Celeste Feather**, **Kelly Browne**, and **Kory Staheli** all get tons of thanks for giving me advice and support over the past two years. **Lynn Hartke** deserves some recognition for the work she did for the committee planning the alphabet reception in Orlando and **Gail Partin** and **Jean Wenger** likewise for their work with AELIC. I am very grateful to **Gary Hill** for coordinating the roundtables at the upcoming annual meeting. Finally **Deanna Barmakian** deserves a round of applause from everyone for the great job she has done with the newsletter over the past two years, I really think this is the toughest job in the SIS. I look forward to seeing as many of you as possible in Orlando. ❀

Ruminations on Tenure

By Ronald Wheeler, Jr.

Reference Librarian & Lecturer, University of New Mexico School of Law Library

As a newer law librarian having just completed my first year in a non-tenure track position, I often find myself wondering what my professional life would be like if my position were tenure track. After some reflection and discussion with peers, I've formulated the following thoughts on the subject of tenure for academic law librarians.

Offering tenure to academic law librarians helps to contribute to the recognition of law librarianship as a profession in and of itself. Having tenured law library faculty helps to promote the understanding that many law librarians have more education, more responsibility and less pay than some of their law professor colleagues. Given this reality, it is understandable why many feel that law librarians should, at least, be given the title and corresponding status of tenured faculty. Tenure recognizes the law librarian's ability to contribute to the academic discourse of librarianship and of the law by encouraging and rewarding research, writing and other scholarly activities. Tenure puts law librarians on an equal footing with those we serve, our law professor peers. It establishes a kind of equality factor between the law professor and the law librarian.

Offering tenure to reference librarians, especially those who teach Advanced Legal Research as I do, is an important step in recognizing the importance that legal research skills play in the practice of law and in legal academe. The ability to thoroughly research an unfamiliar area of law or to update dated research material is an integral part of the legal profession. Legal research skills are, in fact, fundamental skills that lawyers must possess. Reference librarians are the experts in the field of legal research. We study research, we constantly hone our research skills, we read about legal research, we write about legal research and we teach legal research. We do all of the things that other subject area specialists, including law professors, do. In fact, we often play a major role (through our research services) in the attempts of others to achieve tenure. Thus, some would argue, we should be offered the reward of tenure for distinguishing ourselves, and our institutions, through our own

publishing, our own teaching and our other scholarly activities.

One of the ways that the possibility of tenure would change my current job is that it would give me more of an incentive to write and to publish. As it stands right now, although I am interested in publishing, and although I have a director who is helpful and encouraging, the bottom line is that it is not required. When the sun begins to set at the end of the workday, I can go home with a clear conscience without having worked on any of my own materials for publication. If publishing were a part of my job description, it would be seen (by me and by others) as a part of my primary goals, and not as extra stuff. I would be expected to set aside time for my own research and writing. It would be a recognized part of the structure of my daily routine. Additionally, the law school faculty would view writing and publishing as legitimate pursuits for an academic law librarian pursuing tenure. As a non-tenure track librarian, I sometimes wonder whether my writing and publishing efforts are perceived by faculty as the unnecessary excesses of an overachiever librarian whose time would be better spent working on faculty research requests.

Recognition for committee work and for participation in professional organizations like the American Association of Law Libraries (AALL) is another reason why tenure looks attractive to me. I have volunteered to serve on both law school and university wide committees within the last year, and I do so because I love it. I love having a voice in the governance of the law school and of the greater university, and committee work is a means to that end. Yet, it is not part of my job description, even though it undoubtedly reflects favorably on me, and on my law library. Recognition via points toward tenure is a way to reward law librarians for such efforts. Additionally, the work I've done on the Patron Services Committee of AALL is again "extra stuff" that reflects favorably on my library and me, but does not count in the way that it would if I were tenure track.

I must not forget to mention the obvious job security that goes along with tenure and that I cannot help but envy. After several years of hard and diligent professional, academic library work, the crowning achievement of tenure is an attractive end result. It is clear that all of the work that I do in my current job is taken into account and recognized vis-à-vis evaluations and verbal kudos from my supervisor and my peers. It is also clear that the ultimate decision as to whether I

will continue to have a job is colored by the amount of “extra stuff” that I do or don’t do. And, in that way, I am recognized for everything I do with continued employment and other forms of praise and recognition. However, tenure is the penultimate (second only to directorship) achievement for an academic law librarian, and the chance to achieve it is one that is coveted (although sometimes secretly) by many. ❁

**Research Instruction and Patron Services SIS
Business Meeting Agenda
Sunday July 21 5:30-6:30**

I. Call to Order

II. Old Business

A. Approval of Minutes from the 2001 Business Meeting
(Printed in the Fall 2001 Newsletter, Vol. 24 no. 1)

B. Financial Report - Pamela Melton

C. Annual Report to Membership - Marc Silverman

D. Committee Reports

1. Patron Services - Gary Hill
2. Web Page - Melissa Serfass
3. Research Instruction - Sheri Lewis
4. Nominations - Lee Ryan
5. Programs - Jessie Cranford, D.R. Jones
6. Volunteerism - Rachel Jones
7. Public Relations - Peggy McDermott
8. Listserv - Coral Henning
9. Teach-In - Gail Partin, Kristin Gerdy

E. Briefs in Law Librarianship - Bobbie Studwell

F. AELIC/Standards of Excellence for Internet Legal Information Services - Jean Wenger

G. Introduction of new officers, board members, and committee chairs - Marc Silverman

III. New Business

IV. Adjournment and Closing Statement - D.R. Jones

They All Grow Up So Quickly: Sending Our Students Into the “Real World” by Therese A. Clarke

Reference and Instructional Services Librarian, Assistant Professor Northern Illinois University College of Law

With summer quickly approaching, those of us in academic libraries are getting ready to send our students out into the “real world.” Whether they are entering their first summer clerkship or have completed three years of law school and are ready to fly on their own, this can be a very traumatic experience. Traumatic, at least for the senders if not the sendees. I have done reference work in law libraries for over nine years and have seen many students begin their new lives as attorneys. Additionally, two years ago I began teaching Basic Legal Research at Northern Illinois University College of Law. This is a required year-long course for all first year students. Because of this course, I have the opportunity to interact with the students regularly and watch them evolve from legal neophytes into confident 2Ls and 3Ls. I have always taken a personal interest in the success of students at my universities. Over the last two years however, because of my close involvement with the students, I have developed a much stronger sense of responsibility for their success.

Why a feeling of responsibility? Primarily, this feeling of responsibility is based on the realization that we are their main source of knowledge for finding legal information. Whether as a professor or a librarian, we are the people students come to with questions. Throughout the course of law school, students take dozens of substantive classes. With the exception of a very few people, no one can remember all that is taught in these courses. In the Basic Legal Research course we do not teach black letter law, in fact we teach very little “law.” What we do teach is how to find the law and in the process little bits of substantive material.

While I am aware of the importance of knowing how to do legal research, students do not always see the value in such a class in their first year. A few weeks into their first clerking positions however, the importance of good research skills becomes evident. Since we know this revelation will dawn on the students, both my colleague and I who teach the first year course, distribute our business cards on the last day of class. In doing so, we encourage the students to use them if they run into complications in their research. While we stress that we will not do the research for them, we are available to give them direction or to be a sounding board for the research they have already completed. This simple act provides the first year students with some reassurance that they are not going into the “real world” all alone.

Even though all students are required to take the first year

research class, by the end of their second or third year most students have forgotten some of what they learned in the first year course. With the exception of skills based courses, the second and third year courses traditionally do not involve a lot of practical research. To address this issue the Library has begun offering a Legal Research Refresher course for second and third year students. The course is a brief overview of the first year materials. We spend about an hour covering the research basics. In one hour we cannot cover all they learned in their first year, however, the class is just intended to help them recall what they learned during their first year.

I wish they could learn and remember all aspects of legal research, but I know this is not possible. What I want though, is to be certain they know the basics when they walk out the door.

Here are my top ten basics:

1. How and where can I find case law?
2. The difference between statutes, regulations and session laws.
3. The usefulness of annotated codes and how to update the code.
4. Where to find court rules and the importance of consulting these rules.
5. Shepard's or KeyCite (especially if they must use the books).
6. Accessing and using administrative materials.
7. Locating prominent treatises in a particular area of law.
8. Phone numbers for and directions to the nearest law library (if there is not one in their office).
9. A.L.R.'s. I think this is one of the most underutilized resources available. A favorite project given to summer associates is the state survey of a particular topic. A.L.R.'s can be a researcher's best friend in that situation.
10. Legal periodical indexes. If electronic research is available students can get bogged down in full text searching when an initial index search would produce much more profitable results.

Questions will always arise that they cannot answer alone. But, knowing they are armed with the basics and the knowledge that the law librarians are always willing to help them, I feel better sending our students out into the world. ❁

You're Invited...

The Technical Services SIS,
 Online Bibliographic Services SIS,
 Research Instruction & Patron Services SIS,
 and the Computing Services SIS

request the honor of your presence at the
 TS/OBS/RIPS/CS Joint Reception
 (a.k.a. The Alphabet Soup Reception)

Saturday,
 July 20, 2001
 6:00 to 7:30 p.m.

Location to be announced.

Featuring an array of hors d'oeuvres, wine,
 beer, and soft drinks.

Sponsored by **Innovative Interfaces, Inc.**

Volunteers Needed !!!

Volunteers are needed to staff the RIPS table in the Activities area during the AALL annual meeting. At past conferences the table has been a wonderful recruiting tool. Please let **Peggy McDermott** know if you are able to sit at the RIPS table during one of the following time slots:

Sunday, July 21	9:00 a.m. to 10:00 a.m.
Sunday, July 21	10:00 a.m. to 11:00 a.m.
Monday, July 22	8:00 a.m. to 9:00 a.m.
Monday, July 22	2:00 p.m. to 3:00 p.m.
Monday, July 22	3:00 p.m. to 4:00 p.m.
Tuesday, July 23	1:00 p.m. to 2:00 p.m.
Tuesday, July 23	2:00 p.m. to 3 :00 p.m.

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Come to a RIPS Roundtable in Orlando!

For the fifth year, RIPS will be sponsoring a series of roundtable discussion groups at the AALL annual meeting. These roundtables are an excellent way to tap the collective wisdom of your colleagues in an informal setting. Roundtable subjects will be reference, circulation, interlibrary loan, and research instruction. Come and chat about these topics of shared interest. The discussions are facilitated by RIPS volunteers so they stay focused and productive. Listen to the war stories, commiserate, brainstorm, and figure out some solutions!

The dates, times, and facilitators are as follows:

Circulation	Monday, 7/22 6:15-7:15 pm	Laurie Urquiaga
Research Instruction	Monday, 7/22 6:15-7:15 pm	Lee Ryan
Reference	Tuesday, 7/23 5:30-6:30 pm	Sheri Lewis
ILL & Doc. Delivery	Tuesday, 7/23 5:30-6:30 pm	Marc Silverman

All are welcome!

Program Planning for the AALL 2003 Meeting

by D.R. Jones

Deputy Director & Adjunct Instructor of Law, Case Western Reserve University School of Law Library

It is time to start thinking about programs and workshops for the AALL 2003 Annual Meeting in Seattle. The deadline for program and workshop proposals is August 16, 2002.

The theme for the 2003 Meeting is “Maximize Today – Envision Tomorrow” and the emphasis will be on the following Competencies of Law Librarianship: Teaching, Collection Care and Management, and Technology (focus on the future).

You can submit proposals even if they do not fit within the theme of the Meeting. Any individual or group can submit a program or workshop proposal. Although you can submit a proposal on your own, you may find it helpful to participate in the RIPS Program Committee. Participating in the Program Committee does not mean that you have to write several program proposals. What the committee provides for you is a forum for review of your proposal prior to submission, and support and motivation for getting the proposal completed.

For preparing your proposal, you may want to consider enlisting the help of someone in another SIS. RIPS-SIS co-sponsors many proposals with other SISs. Bring your ideas to the Program Committee. The Committee can help decide which SIS should provide the formal submission of the program.

The RIPS Program Committee is one of the resources available to help you turn your idea into a solid proposal. To find out more about the Committee and submitting proposals, contact **Jesse Cranford** at jcranford@ualr.edu or (501) 324-9444. The Program Committee will meet at the AALL Annual Meeting in Orlando on Tuesday, July 23, 2002, from 7:00 a.m. – 8:45 a.m. Bring your ideas and any drafts of proposals to the meeting. You can still participate in the Committee even if you will not be attending the AALL meeting or will not be able to attend the Committee meeting.

The Annual Meeting Program Selection Committee (AMPSC) provides valuable resources that you can use to help prepare a proposal and coordinate a program. An important publication is the Program Planner’s Handbook. This publication is **the source** for guidance in preparing proposals. It contains a wealth of advice for preparing programs in addition to the necessary forms.

The Handbook is available at: http://www.aallnet.org/events/am_03/03_handbook.asp. Also see the Program Proposer “Quick Glance” at: http://www.aallnet.org/events/am_03/03_proposer_glance.asp. (no space in URLs.)

Official forms for proposals are available at: http://www.aallnet.org/events/am_03/03_proposer.asp.

Once a program is accepted, there are additional publications to guide you through putting together a final program. AMPSC will be holding an Open Forum to answer questions about the proposal process. The Open Forum will be on Tuesday, July 23, 2002, from 12:15 p.m. - 1:15 p.m.

It is advisable to download the form and word process your submission rather than handwrite or type on the printed form. The way the proposal looks is important, as discussed in an article by Anne Myers on page 28 of the May 1999 *AALL Spectrum*. That article discusses the program selection process and offers insights into how to prepare a strong proposal. A proposal needs to be carefully thought through, and should contain carefully drafted learning outcomes.

We look forward to seeing your proposals. ✨

RIPS ELECTION RESULTS

Congratulations to the newly elected officers of the RIPS SIS!

Joining the Incoming Chair **D.R. Jones** are:

Vice Chair/Chair-Elect **Melissa Serfass**,

Newsletter Editor **Lynn Hartke**, and

Executive Board Member at Large **Bill Draper**

Thanks to our new officers and our other dedicated members who ran for office!

RIPS Meetings and Events at the AALL Annual Meeting in Orlando

Saturday, July 20, 2002

**TS/OBS/RIPS/CS-SIS Joint Reception
(Sponsored by Innovative Interfaces)**
6:00 to 7:30 pm

Sunday, July 21, 2002

Executive Board Meeting
11:45 to 1:00 pm

Business Meeting
5:30 to 6:30 pm

Monday July 22, 2002

Public Relations Committee Meeting
7:00 to 8:00 am

Research Instruction Committee Meeting
7:00 to 8:00 am

Circulation Roundtable
6:15 to 7:15 pm

Research Instruction Roundtable
6:15 to 7:15 pm

Tuesday July 23, 2002

Program Committee Meeting
7:00 to 8:45 am

Patron Services Committee Meeting
7:45 to 8:45 am

Web Page Committee Meeting
7:45 to 8:45 am

ILL & Document Delivery Roundtable
5:30 to 6:30 pm

Reference Roundtable
5:30 to 6:30 pm

Don't forget to drop in on the RIPS-Sponsored Educational Programs:

Tuesday, July 23, 2002

3:00 to 4:00 pm

H-2: Using Online Tutorials to Teach Legal Research

Wednesday, July 24, 2002

8:45 to 10:15 am

J-1: Creating Better Connections: Access to Website Content for the Sight-Impaired

Sunday, July 21, 2002

1:15 to 2:30 pm

B-4: Practical Legal Research Exams: The Connection Between Theory & Practice

The RIPS Law Librarian is published three times per year by the Research Instruction & Patron Services Special Interest Section of the American Association of Law Libraries.

Publication deadlines for Volume 24 are:

Number 1	Oct. 1, 2001
Number 2	Feb. 1, 2002
Number 3	May 15, 2002

Submissions from RIPS members are highly encouraged. Please send submissions as an email, an email attachment, or on disc to the editor:

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The opinions and editorial views expressed in this newsletter are those of the authors and do not necessarily represent the official position of the Research Instruction & Patron Services SIS or the American Association of Law Libraries. The Research Instruction & Patron Services SIS does not assume any responsibility for statements advanced by contributors to this newsletter.

Subscriptions to the RIPS Law Librarian are included in membership dues for RIPS of \$12 per year. To become a member of RIPS, see
<https://www2.security-one.com:2001/home/aallsecu/sis_application.html>. (no space in URL)

Member News

Bobbie Studwell will be starting her new position as the Law Library Director at University of Nevada Las Vegas on August 1, 2002. She writes, "The entire law school is scheduled to move into the new building early in August as well. RIPS members **Kory Staheli, Matthew Wright, Jennifer Gross, Terry Cullen, Kelly Christianson, and Sean Saxon** and the entire UNLV staff have been working very hard this past year to plan for an efficient and smooth move into their new space."

Margaret Arnold is now the Director of the Law Library for Golden Gate University School of Law. She had previously held the position of Assistant Director at Golden Gate for the past three years.

Michelle Pearse sends word that the Northeastern University School of Law Library in Boston recently received a Teaching with Technology Fund grant from the university to develop web-based legal research tutorials. Although these tutorials will be designed for use by Northeastern University affili-

ates, the library plans to make them accessible to the public at large.

Congratulations to RIPS members **Karen Anderson, Heather Bragdon, Cynthia Curling, Jule Muchin, and Cassandra Porter** on their acceptance into TRIPLL, the Teaching Research in Private Law Libraries program offered by LexisNexis. The conference took place April 12-14 in Phoenix, Arizona.

Congratulations also to the following members of RIPS on their acceptance into TRIALL, the Teaching Research in Academic Law Libraries conference taking place in Orlando just before the AALL Annual Meeting: **Swee Berkey, Stephanie Burke, Margaret Duczynski, Faye Hadley, Kathryn Hensiak, Ken Kozlowski, Steve Lambson, Sibyl Marshall, Margaret McDermott, Lynn Murray, Janet Reinke, Rhonda Schwartz, Dennis Sears, Suzanne Thorpe, Julia Wentz, and Ronald Wheeler Jr.**

Interested in Preparing a Program or Workshop Proposal for the AALL 2003 Meeting?

1. Email Jesse Cranford at jcranford@ualr.edu and let her know you are interested in the Program Committee.
2. Attend the RIPS-SIS Program Committee meeting in Orlando on Tuesday, July 23, 2002, from 7:00 a.m. - 8:45 a.m. Bring ideas and any draft of a proposal you have.
3. Attend the RIPS-SIS business meeting in Orlando on Sunday, July 21, 2002 from 5:30 p.m.- 6:30 p.m.
4. Review the AALL Program Planner's Handbook, available at: http://www.aallnet.org/events/am_03/03_handbook.asp.
5. Review the AALL Program and Workshop Proposal forms at: http://www.aallnet.org/events/am_03/03_proposer.asp.

Even if you can't attend the meetings you can still participate!

Research Instruction & Patron Services SIS

Executive Board 2001-2002

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